

CHAPTER 1

INTRODUCTION

This chapter consists of the background of research, the questions of research, the purposes of research, the research limitation, the significances of research, research framework (rationale), research hypotheses, research methodology, research instruments and data analysis.

A. Background of Research

Writing is one of four language skills besides listening, speaking and reading. Writing is the written form of a language which can be used as a tool for human to communicate. According to Raymond (1980), writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. It means that writing is not only for written communication but also for remembering and developing ideas through words. Murcia and Olshtain (2000) suggest that writing is the production of written words which form a text. However, the text must be read and comprehended in order for communication to take place. In short, writing is like a message written as a text which could be used and comprehended when someone could not speak with oral communication.

Teaching writing becomes important because students must have opinions, ideas, and thoughts that are worth sharing with the world and writing can be an effective way to share it. According to Harmer (1998), “the reason for teaching writing to students of English includes reinforcement, language development, learning style and most importantly writing as a skill in its own right”. Writing is a process to form the ideas into sentences to make a paragraph and to develop the

language in written form. In writing, students do not only learn how to write ideas in a paper, but they also learn different genres of writing such as descriptive, expository, recount, procedural and narrative.

In the Curriculum 2013, senior high school students are required to be able to write several kinds of the genre: descriptive, narrative, report, procedure and analytical exposition. Based on the pre-observation at SMAN 1 Muaragembong, the teacher give an information if students could not passing the maximum score (KKM) is 70. It is cause by students who are not interested in English subject.

Cooperative learning is proposed to solve this problem. Slavin (1986) emphasizes the applicability of cooperative learning to planning instruction on school subject and formation of the heterogeneous group. His definition of cooperative learning is a method which is structured, systematic and instructional strategies used at any grade level and in the most school subject. Cooperative learning has three important features. *First*, cooperative learning is a kind of group work. Students have to work together in small groups consisting of two to six members. *Second*, learning is structured to ensure that everyone in the group is able to fulfill the learning task. *Third*, students have to depend on each other to achieve their learning goals. One of cooperative learning is Think Pair Share (TPS).

Think-Pair-Share technique (TPS) has grown out of the cooperative learning. It was developed by Lyman (1985) and his colleagues at University of Maryland. It is an effective way to change the discourse pattern in the classroom. TPS is a cooperative learning strategy where students think about their responses for a

problem given by the teacher then discuss their individual solutions in pairs and share those solutions with the class.

There are three previous studies related to the use of think pair share. *First*, the research by Nurlaini (2014) shows that TPS makes students able to write a descriptive paragraph. This research was conducted at the eighth grade. *Second*, Saliputra (2013) proves that TPS can improve students' speaking skill. *Third*, Lusiana (2013) shows that TPS can improve students' comprehension of recount text.

This research is different from the previous researches because it is focused on improving students' achievement in writing descriptive text. The previous researches focused on think pair share technique to improve students' writing skill, speaking skill and reading comprehension.

The researcher uses think pair share technique in teaching writing descriptive text. It is expected that the use of think pair share technique can improve students' writing skill. The researcher focused on "The Effectiveness Think Pair Share Technique to Improve Students' Achievement in Writing Descriptive Text".

B. Questions of Research

Based on the background of the research, three problems of research are formulated as follows:

1. What is students' achievement in writing descriptive text by using think pair share technique?

2. What is students' achievement in writing descriptive text by using lecturing method?
3. How significant is the difference between students' achievement in writing descriptive text taught by think pair share technique and those taught by using lecturing method?

C. The Purposes of Research

Based on the questions formulated, the purposes of the research are:

1. To find out students' achievement in writing descriptive text by using think pair share technique.
2. To find out students' achievement in writing descriptive text by using lecturing method.
3. To find out the significant difference between students' achievement in writing descriptive text taught by think pair share technique and those taught by using lecturing method.

D. The Research Limitation

The research is limited to descriptive writing, especially descriptive text. The materials given are the generic structures of descriptive text and the language features of the descriptive text.

E. The Significances of Research

The significances of the research are divided into two, those are:

1. Theoretical Significances

Theoretically, the technique in this research can be used to help students and motivate them to write descriptive text. The research can give more empirical evidence in the effectiveness of think pair share as a technique used to improve students' achievement in writing descriptive text at the tenth grade of SMAN 1 Muaragembong in the academic year of 2016/2017. Moreover, it can be considered as a reference by the other researchers who are interested in conducting a research.

2. Practical Significances

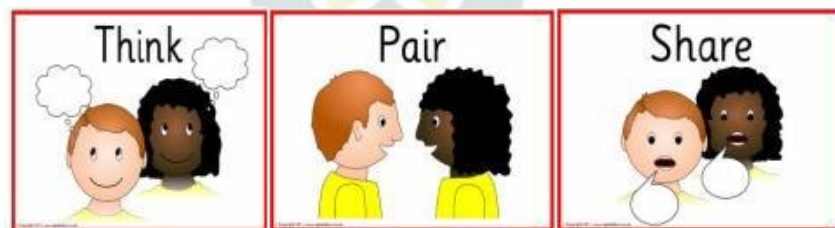
Practically, the result of the research is useful for the researchers because it can help them to teach English, especially in teaching writing. For the teacher, this research discovers some problems faced by students in learning English. For the students, this research can motivate them to learn by using cooperative learning techniques and develop their relationship in group work to solve the problems faced in learning English.

F. Research Framework (Rationale)

Writing is a process to form the ideas into a paragraph and to develop the language in written form. Students often face several problems and difficulties to get the ideas while they learn writing. To make English writing lesson more effective in the classroom, the researcher wants to apply TPS technique as a tool for teaching writing, especially for teaching the descriptive text. The objective is to make students enjoy and more active in learning descriptive text. It can also

help students communicate and share their ideas with their friends in a group. They can discuss a problem and find the way to overcome it.

TPS is one of the cooperative learning techniques to help a teacher make students more active in class. TPS is developed by Frank Lyman at the University of Maryland in 1981. According to Ledlow (2001), TPS is a low-risk technique involving students' active participation in classes of any size. The procedures are simple; after asking questions, the teacher tells students to think silently about their answers. Then, the teacher asks them to work in pair to compare and discuss their responses. Finally, the teacher calls randomly a few students to summarize their discussion or give their answers. Those random calls are important to ensure that students are individually responsible for participating.



Picture 1.1 The Stages of Think-Pair-Share Technique

TPS introduces the peer interaction element of cooperative learning in the idea of 'wait to think' time, which has been demonstrated to be a powerful factor in improving students' responses to questions. This technique is very simple to apply. Think-Pair-Share is a technique which demands the students to learn about a group of two students.

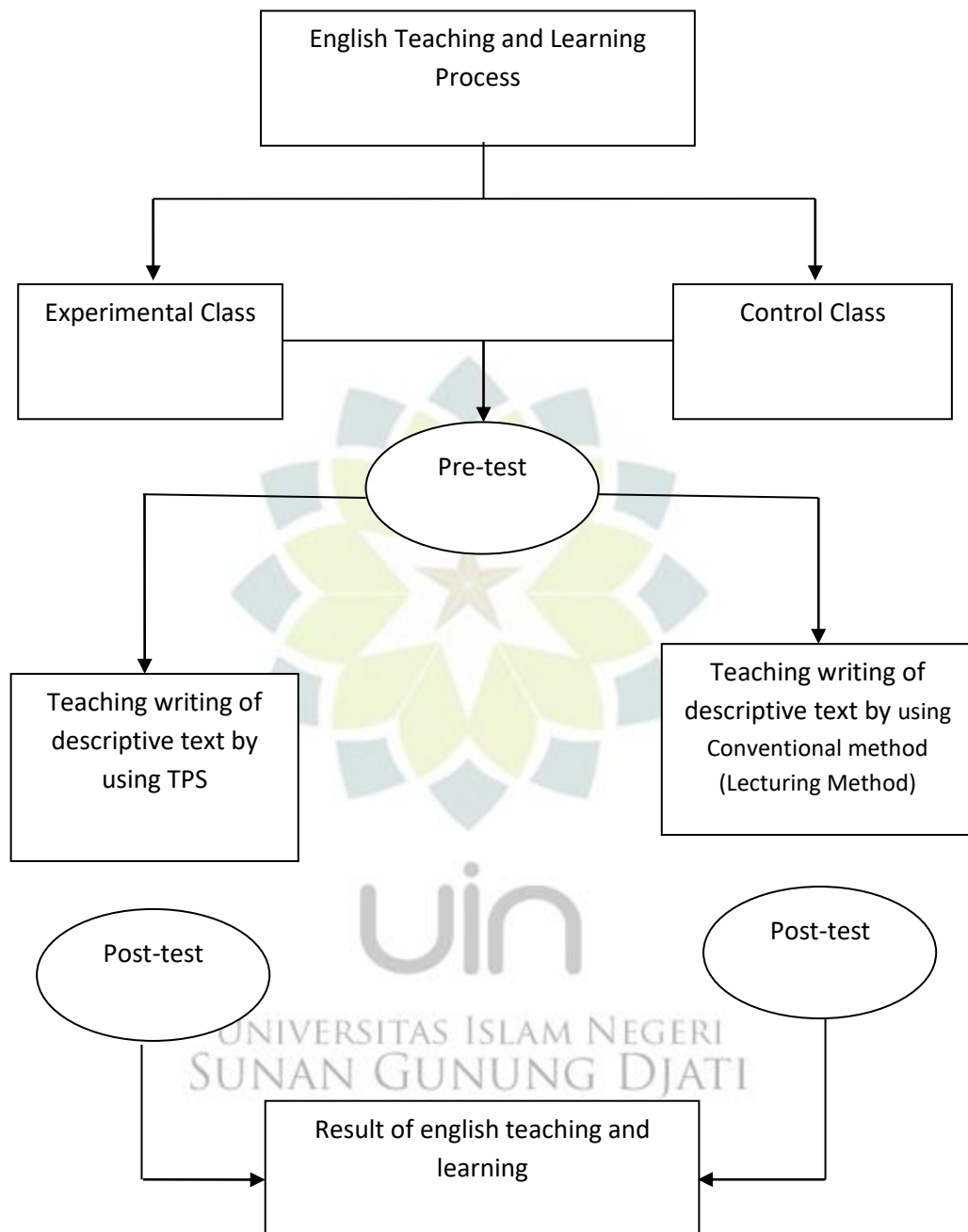


Figure 1.1 Teaching and Learning Process

Based on Figure 1.1, the experimental class uses TPS technique in writing descriptive text. On the other hand, the control class uses a conventional method in teaching writing descriptive text.

Table 1.1 The Steps of Research

No	Time	Students activity	
		Experimental class	Control class
1.	1 st Meeting	Conducting Pre-test	Conducting Pre-test
2.	2 nd meeting	The process of teaching and learning writing descriptive text.	The process of teaching and learning writing descriptive text.
		Giving treatments of teaching writing descriptive text by using think pair share technique.	Giving teaching process of writing descriptive text by using conventional method.
3.	3 rd meeting	The process of teaching and learning writing descriptive text.	The process of teaching and learning writing descriptive text.
		Giving treatments of teaching writing descriptive text by using think pair share technique.	Giving teaching process of writing descriptive text by using conventional method.
4.	4 th meeting	The process of teaching and learning writing descriptive text.	The process of teaching and learning writing descriptive text
		Giving treatments of teaching writing descriptive text by using think pair share technique.	Giving teaching process of writing descriptive text by using conventional method.
5.	5 st meeting	Conducting Post-test	Conducting Post-test

G. Hypothesis

Arikunto (2010:100) states that hypothesis is a tentative answer to the problem of research until proven by the data collection. According to Sugiyono (2009), a quantitative method uses a hypothesis to make a tentative statement about the outcome of a study. Therefore, a hypothesis can clarify the questions in the research. This research has two variables: Think pair share technique is variable X and students' achievement in writing descriptive text is variable Y.

The hypotheses can be explained as follows:

1. H_a (Alternative Hypothesis): There is a significant difference between students' achievement in writing descriptive text by using think pair share technique and those using conventional methods (lecturing method).
2. H_o (Null Hypothesis): There is no significant difference between students' achievement in writing descriptive text by using think pair share technique and those using lecturing method.

H. Research Methodology

This research is a quantitative research which explains how one variable affects another. In this case, it is how think pair share technique affects students' achievement in writing descriptive text. According to Creswell (2012:13), the major characteristics of quantitative research among others are investigating a research problem by explaining a relation among variables, collecting numeric data from a large number of people using instruments with fixed questions and responses, and analyzing data, comparing groups, or relating variables using

statistical analysis. Then, the researcher takes several steps which are explained below to reach the aims of this quantitative research.

1. Research Design

The research is using true experimental design. According to Sugiyono (2009), the researcher can control all the variables that affect the course of the experiment out. This research uses two groups as the investigated groups. One group is the experimental group and another is the control group.

Table 1.2 The Diagram of the Research

Experimental class			Control class		
Pretest	Treatment (Using think pair share technique)	Posttest	Pretest	Teaching learning process	Posttest

2. Research Procedure

As stated by Creswell (2012:170), there are five key steps in the process of quantitative data collection.

- a. Selecting subjects for the research. In this study, the researcher takes two classes of the tenth-grade students of SMAN 1 Muaragembong and classifies them into two groups: experimental group and control group.
- b. Obtaining permission from the headmaster, curriculum staff, and English teachers.

- c. Deciding what type of data needed to collect based on the research questions or hypotheses. The data is collected from the using of think pair share technique tests especially in form of pretest and posttest.
- d. Locating, selecting and assessing the instruments used in data collection. It means the researcher finds an existing instrument to be used in order to collect the data. The validity and reliability of the instruments are important to consider.
- e. The actual process of collecting the data which needs to be standard and appropriate with the procedure of research design selected.

3. Research Subject

The study is conducted at SMAN 1 Muaragembong. In this school, the teaching learning process still uses conventional methods and it makes students feel difficult during the process. The researcher uses think pair share technique to improve students' achievement in writing descriptive text.

4. Population

Population, according to Creswell (2012:151), is a group of individuals who have the same characteristics. For the research, the population is the tenth-grade students. There are seven classes of tenth grade in SMAN 1 Muaragembong.

Table 1.3

The Classes of Tenth Grade in SMAN 1 Muaragembong

Class							
X.1	X.2	X.3	X.4	X.5	X.6	X.7	Total
52	31	49	31	49	50	50	312

This research takes two classes of the tenth-grade students at SMAN 1 Muaragembong. X.2 is the experimental class and X.4 is the control class. The experimental class consists of 31 students and the control class consists of 31 students.

5. Sample

Based on Creswell (2012:393), the sample is the participants taken from the target population which could be the representatives to generalize the target population. This research takes two classes of the tenth-grade students at SMAN 1 Muaragembong. The experimental class consists of 31 students and the control class consists of 31 students. Therefore, the total sample of this research is 62 students.

The researcher takes all students in the experimental class and the control class. According to Arikunto (1993:107), if the number of subjects is less than 100, we can use the whole subjects as the members of the sample. Based on the population, the researcher takes all students in the experiment.

The researcher used random sampling technique. According to Creswell (2012:143), the researcher selects participants (or units, such as schools) randomly for the sample because any individual has an equal probability to be selected from the population. The result of random sampling technique is X.2 as an experimental class and X.4 as control class.

I. Research Instrument

The researcher uses several methods to answer the problems. For the primary data, the research uses 1) Pre-test and 2) Post-test. For the secondary data, the research uses 1) Observation.

1. Pre-test

According to Creswell (2012:297), a pre-test provides a measure of some attributes or characteristics assessed for participants in an experiment before they receive treatments. The researcher intends to know students' skill in writing descriptive text. Both experimental and control class receive a pre-test in form of writing a text. It is to measure the skill of students at the tenth grade of SMAN 1 Muaragembong in writing descriptive text before given treatments using TPS technique.

2. Treatments

In the treatments, the students are given materials related to the research. The researcher teaches the materials by using TPS technique in experimental class and a lecturing method in control class.

Table 1.4 Process of Learning

No	Session	Teacher Activity	
		Experimental Class	Control Class
1.	Pre-test	Writing test	Writing test
2.	Treatment ¹	Describing a person by using think pair share technique.	Describing a person by using a conventional method.
3.	Treatment ²	Describing a thing by using think pair share technique.	Describing thing by using a conventional method.

Process of Learning

4.	Treatment ³	Describing a place by using think pair share technique.	Describing a place by using a conventional method.
5.	Post-test	Writing test	Writing test

3. Post-test

According to Creswell (2012:297), a post-test provides a measure of some attributes or characteristics assessed for participants in an experiment after they receive treatments. After the researcher gives treatments, the students are given a post-test to see the result of the treatments using TPS technique. This test is used to know the influence of the experiment conducted toward experimental class and to know how far students are able to write a descriptive text after using TPS and the conventional method.

4. Observation

Observation allows the researcher to get the data. It gives the researcher the opportunity to see the situation. Observation guidelines are used as the instrument to collect the data.

J. Data Analysis

Process assessment is to keep students' progress in writing. The aim of the process assessment is to give information about students' performance such as how far students' progress in writing and whether students need a technique to help them during teaching learning process. Students have to fulfill some aspects

in writing a good text. The researcher uses the assessment of writing by Heaton (1989). There are five aspects used to assess students' writing. (See Table 1.5, detail rubric can be seen in Appendix I).

Table 1.5 Rubric/Writing Profile by Heaton (1989)

No	Item	Point	Score
1	Content	30	
2	Organization	20	
3	Vocabulary	20	
4	Grammar	25	
5	Mechanism	5	

The analysis of the data collected is done by the following steps:

1. According to Sudjana (2002), to determine the normality for pre-test and post-test in both experimental and control class, the procedure is conducted as follows:

- a. Determining the range of class interval (K) by using the formula:

$$K = 1 + 3.3 \log n$$

Note: n = number of samples

- b. Determining the range of the data (R) by using the formula:

R = the highest score – the lowest score

$$R = (X_{\max} - X_{\min}) + 1$$

Note: R = range

X_{\max} = the highest score

X_{\min} = the lowest score

- c. Determining the length of the class interval (P) by using the formula:

$$P = \frac{r}{k}$$

Note: P = length of class

R = Range of data

K = class interval

- d. Computing Mean (\bar{x}) by using the abbreviation

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

- e. Distribution Table of Frequency

Table 1.6
Distribution Table of Frequency

Score	f_i	x_i	F_{ixi}	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	2	3	4	5	6	7

- f. Determining standard deviation (S) by using the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

- g. Arranging the distribution of observation and expectation frequency by using a table as follows:

Table 1.7

Arranging the distribution observation and explanation frequency

Score	(O_i)	Class limit	Z count $\frac{BK - \bar{x}}{S}$	Z table	Li	Ei	χ^2 $\frac{\sum (O_i - E_i)^2}{E_i}$
1	2	3	4	5	6	7	8

- h. Determining Chi Square count (χ^2 count) by using the formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- i. Determining chi-square table on the significance of 5 % or $\alpha = 0,05$ and determining the degree of freedom by using the formula:

$$DF = K - 3$$

$$\chi^2_{\text{table}} \text{ (See Appendix I)}$$

- j. Interpreting the normality distribution by the criteria as follows:

$$H_0: \chi^2_{\text{count}} \leq \chi^2_{\text{table}} \text{ (Normally Distributed)}$$

$$H_1: \chi^2_{\text{count}} \geq \chi^2_{\text{table}} \text{ (Not Normally Distributed)}$$

2. The hypothesis test for two variables of pre-test and post-test, the steps are:

- a. Determining Z_{score}

$$Z = \frac{T - \pi T}{\delta T} = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

Note N: The number of samples minus the ignored sample.

T: The result of lower rank.

- b. Determining the hypothesis

If $Z \leq Z_{\text{table}}$, it means there is no significance

If $Z \geq Z_{\text{table}}$, it means there is significance